

## Reflection on Technology Facilitator Standard IV:

### Assessment and Evaluation

This chapter of the text was quite interesting to me and cued a lot of exciting ideas for me to try in the classroom. Assessing our students is a bit of a controversy at my campus. We currently have CBA testing that is done every six weeks. From that testing, we gather information about what our students are and are not grasping, what we need to revisit and re-teach, and this information can be disaggregated by subgroups to analyze what groups need to be targeted. This information is stored via scantrons online with DMAC. I enjoy this use of technology and find it interesting to play around with the program and create different reports. This information helps bring a concise point to where I need to focus interventions on what I need to re-teach. I could not agree more with the text when it was stated that this new revolution in education assessments is due to the new federal mandates passed in recent years. The text also stated that however the educational pendulum may swing in the future, the giving of assessments and regular data collection from them will not be going anywhere. I believe this is completely true. As I took courses in this program, I began to see just how deficient we really are in the area of technology assessments and assessments using technology. We have begun to implement a new program at our school that I find extremely helpful. I Stations is the program our campus uses to assess student achievement in Reading. This program assesses where each student is performing and then targets tutoring to review and re-teach problem areas. I have begun to dig deeper and really understand all the things I can get from these assessments and the data that they collect. The more I read from the text, the more I see the benefits of this.

I'm puzzled as to why there are not more programs like this out there for schools to use. I would love to see one used in Mathematics. To have technology backing us up with interventions and computer generated ideas to help each student based on what they know and what they need to know would be a tremendous advantage. Perhaps very soon we will have a plethora of computer programs that can help us better pinpoint where students are in need and provide assistance in getting each student on track and where he/she needs to be.

In closing, as I was reading this text, I had a great idea to try on my campus. I am determined to ask my principal about the possibility of administering CBAs on Student Response Systems instead of simply circling or bubbling in. My mind soars at the instant data I would have and the ease of student having control over their answers in a format that is hands on and tailored to their needs. Wow. I dream of how fun it would be.